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ABSTRACT

This report attempts to measure the first year effects of a local television series designed to increase reading readiness. Kindergarten children enrolled in the Lake Central Schools were subjects for testing the effectiveness of the TV readiness program. Other evaluation inputs included kindergarten teacher rater judgements and a survey of Lake Central School Corporation parents in the viewing area of Channel 50. Data was collected and analyzed which would yield an evaluation as to: 1) the overall effectiveness of the approach as measured by results upon kindergarten children, 2) the specific effects upon children by pupil types which included sex, socio-economic status, and I.Q., 3) the apparent quality of each of the 48 films to develop readiness skills, 4) the apparent receptivity of parents of young children in the Channel 50 viewing area to the project, and 5) the basis for needed changes and revisions so as to improve the effectiveness of the project during its development period. Rating scales, test results and a complete analysis of evaluation material are included in the appendices which comprise most of this document. (Author/CS)

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DETERMINING THE EFFECTS OF "DEVELOPING READINESS FOR PRE-SCHOOL CHILDREN VIA TELEVISION" A TITLE III PROJECT

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LAKE CENTRAL SCHOOL CORPORATION
ST. JOHN, INDIANA

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PS 007337

June, 1973

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INTRODUCTION

"Developing Readiness for Pre-School Children Via Television" is a Title III project whose main purpose is self explained in the title. Through the use of 48--15 minute video tapes, utilizing scenes familiar to the viewing audience increased reading readiness is the objective of this project.

Measuring the first year effects of a television series for children not yet enrolled in the Lake Central schools presents unique methodological problems for any evaluator.

Since this project has a normal life expectancy of three years, it was agreed that the first year would be in essence a pilot one in which effectiveness and appropriateness of the TV program segments would be determined.

It was agreed that kindergarten children who were enrolled during the 1972-1973 school year in the Lake Central Schools Corporation could be utilized as a testing base for the effectiveness of the TV readiness program. Other evaluation imputs include kindergarten teacher rater judgements and a survey of Lake Central School Corporation parents in the viewing area of Channel 50.

These three approaches of children teachers, and parents were adopted with the promise that evidence could be collected and analyzed which would yield an evaluation as to:

1. the overall effectiveness of the approach as measured by results upon kindergarten children.

2. the specific effects upon children by pupil types which includes sex, socio-economic status, and I.Q.

3. the apparent quality of each of the 48 TV films to develop readiness skills.

4. the apparent receptivity of parents of young children in the Channel 50 viewing area to the project.

5. basis for needed changes and revisions so as to improve the effectiveness of the project during its development period.

The design of this evaluation approach can be seen in the Evaluation Schema. (See Appendix A)

A tentative timetable for accomplishing the tasks identified as necessary to complete the evaluation was adopted. (See Appendix A, also)

USE OF INDEPENDENT RATERS

In the evaluation design proposal, it was suggested that four teachers, preferably kindergarten or first grade teachers, be selected to make independent judgment and ratings of each of the 48 TV readiness program segments. A rating form with a forced numerical rating choice in which important characteristics of the TV segments were to be judged was designed by the evaluator. Specific directions for the use of the Independent Raters Scale as well as the procedure for forwarding the completed reports to the project director were also provided. (These can be seen in Appendix B)

The project director felt that a natural attrition rate might occur among the independent evaluators and so increased the number beyond the four that were suggested, so as to include all kindergarten teachers in the Lake Central Schools Corporation bringing the number to seven. None of the kindergarten teachers dropped out as independent evaluators, although not all of them completed evaluations each time.

Independent ratings of TV program segments were collected between January 15th and April 12th. The overall ratings are computed for each TV program segment and for each topic on the rater's scale. Some TV program segments are rated higher than others which should give some clues as to the degree of receptivity exhibited by kindergarten children and their teachers. A rating summary for each program is included in Appendix D.

In a program for young children, over-emphasis on a single character (teacher story teller, etc.) such as Miss Barb, in this series, and on verbal forms of communication is disastrous. Those TV program segments which were mostly talk, little action, no humor or animation, which were almost lecture in nature, were rated lower by teachers. In most cases, their comments also pinpointed the areas of weakness.

Some of the concerns which independent raters expressed are as follows:

1. Technical problems - Poor TV reception, lines across the screen, bluriness, picture roll, darkness of visual material (such as films of farm or zoo animals) were mentioned.

2. Too much verbal repetition - Reinforcement for young learners is necessary, but excessively verbal repetition by a single character was not rated as desirable or interesting to children.

3. Showed wrong program - This occurred several times and since it was not consistent with the schedule, the raters deemed it a problem.

4. Too much talk and not enough action.

5. Need more action and animation.

6. Inconsistent writing approach with the Palmer method - Letter formation should follow the instructional procedure of the approach being used by the Lake Central Schools Corporation so as to provide continuity and avoid conflict.

The independent raters also noted positive aspects of TV program segments which could be used in other programs for improved viewer response. They are:

1. Liked it when Miss Barb asked children questions.

2. Enjoyed watching Rachel.

3. Enjoyed Herkimer, the puppet. Herkimer was mentioned several times in the raters' reports as a positive portion of the program.

4. Like the teasing about zoo and farm animals.

5. Like the secret and singing. The last two approaches invite audience participation and personalize the program. In a sense, such an approach "reaches out" to the viewer.

6. The children really got involved in this program--much better. Again, this reiterates the previous point.

TV readiness program 45 was highly rated both numerically and in terms of the comments made by teachers. This program should be re-studied to determine the specific qualities this program exhibits and how these same approaches could be used in other TV readiness programs which were not as highly received.

AUDIENCE SURVEY OF THE TV READINESS PROGRAM

A Neilson type rating has been suggested in the original project proposal as a means of adding to the evaluation. The sophistication and expense of the audimeter and the sampling approach are not easily duplicated. Instead, the evaluator suggested that an audience survey be made which might help to assess the effects of the publicity campaign to alert parents of pre-school children to the availability of the TV readiness program as well as audience reaction to the program.

It was suggested that two surveys be taken one month apart and that a large volunteer group such as the P.T.A. be involved as the survey-making group.

The following procedure for selecting the sample and for conducting the survey was established by the evaluator:

1. Draw up a list of people within the Lake Central School Corporation with names, addresses, and phone numbers.

2. Select a random sample of the audience so as to sample 20% of the list. (Take every 5th name on the list.)

3. Volunteers call by phone, identifying selves as making a survey for WCAE, Channel 33.

4. The caller should say that the survey will take approximately 2 minutes.

5. Ask the person being surveyed the following:

   a. how often his household watches programs on Channel 50
   b. if there are pre-school children at home;
   c. if the answer to b is negative, thank the respondent and end the interview;
   d. if the answer to b is affirmative, ask if the respondent or his child watches the TV Readiness Program, Sesame Street or the Electric Company.
   e. if the respondent or his child watches the TV Readiness Program, solict his opinion as to the program
   f. if the respondent or his child does not watch the TV Readiness Program, ask if he would like to receive more information about the TV Readiness Program.

6. All responses should be tallied and follow-up information should be sent to those who requested it.

7. Tallies should be separated by respondents with no pre-school children at home and those with children of this age.

Results of the telephone survey were compiled by the project director and are found in Table I. In all, 845 contacts were made with 103 asking for more information reguarding the program. Various comments indicating evaluative judgement of the program are included. Table I is found on the following page.

It is surprising that a greater number of criticism regarding poor TV reception from Channel 50 was not received as this appeared to be a strong criticism by the independent evaluators.

The audience response does indicate an interest on the part of the parents to seek available opportunities to better prepare their pre-school youngsters for the readiness level as witnessed by the number viewing the TV readiness program and other national network shows aimed at very young children.

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TABLE I

RESULTS OF THE AUDIENCE SURVEY OF
THE TV READINESS PROGRAM

TOTAL # CALLED	HOW OFTEN DO YOU WATCH CHANNEL 50?						DO YOU HAVE PRE-SCHOOL CHILDREN?		DOES YOUR CHILD WATCH			WHAT DO YOU THINK OF THE PROGRAM?	MORE INFORMATION	
	Often	Sometimes/ Occasionally	Seldom	No/never	Other		YES	NO	Reading Readiness	Sesame Street	Electric Company		YES	NO
845	119	244	188	243	4	(no TV)	239	606	50	235	210	Likes it----------14 Pretty helpful-------- Child like it----------14 Alright---------- 1 Great---------- 3 Short time interest Good---------- 4 O.K.---------- 4 Fine---------- 1 No interest---------- 4 Very good---------- 5 Very informative Not good reception---- 4 Pretty good---------- 1	103	193

PRE-TEST AND POST-TEST RESULTS OF METROPOLITAN READINESS TEST

The project arose out of the need to reduce the number (approximately one-third in 1971) of children with reading readiness scores well below the 50th percentile. In order to assess the possible effect of the TV readiness program upon the reading readiness level of children, it was decided that a comparison of the pre-test/post-test reading readiness scores of kindergarten children might prove helpful. Certain important variables cannot be controlled in such a design, but it was felt that such an approach might yield some notion of the possible impact of the TV readiness program.

In the original research proposal design, it was anticipated that approximately half of the kindergarten teachers would be consistent viewers (with their classes) of the TV readiness program while the other half would not. The sample drawn for comparison could be divided on the basis of the frequency of program viewing. This phenomenon did not occur, with the frequency of viewing spread about evenly among the kindergarten sample, so that this important variable could not be controlled.

In order to adequately analyze the pre and post test results of the change of level in reading readiness, the Metropolitan Readiness test was used. Variables such as sex, socioeconomic status of the parents, and I.Q. are controlled for more accurate interpretation of the test results. This procedure generates 12 pupil types which are shown below:

PUPIL TYPES

	SEX	X	SES	X	I.Q.
1.	M		1		<101
2.	M		2		<101
3.	F		1		<101
4.	F		2		<101
5.	M		1		101-120
6.	M		2		101-120
7.	F		1		101-120
8.	F		2		101-120
9.	M		1		>120
10.	M		2		>120
11.	F		1		>120
12.	F		2		>120

The Peabody Picture Vocabulary Test (PPVT) was administered by school counselors from various schools within the Lake Central Schools. All pre and post tests of the Metropolitan Reading Readiness Tests were administered by kindergarten classroom teachers.

Socioeconomic status of parents was derived from the occupation of the father utilizing the Socio-Economic Status Scale (Duncan 1961). This scale establishes a status rating for various occupations yielding a numerical index which ranges from 0 to 96. The higher the number, the higher the socio-economic index. Occupations with rating of 47 or less were coded as 1 (for the lower portion of the SES scale). Those of 48 or above were coded as 2 for the upper portion of the Duncan scale. This division point (47) was arbitrarily set by the evaluator, as 47 represented the midpoint of the 0 to 96 occupational status range.

A special form for reporting the pre-test and post-test results of the Metropolitan Readiness Test was designed by the evaluator. This can be found in Appendix C.

ANALYZING THE TEST RESULTS

In all 358 scores were obtained on the pre-test report, but when the post-test scores were reported, some had moved, or information was not complete so that the sample was reduced to 344 kindergarten students.

The mean score for each classroom by pupil type for the pre-test is shown in Table II. The same information on the post-test scores is shown in Table III.

It can be noted from these tables that the mean scores vary from one classroom and from one pupil type to another. The mean score for the entire group on the pre-test was 65. For the post-test, the mean score for the entire group was 73.

TABLE II

OVERALL (TOTAL) SCORES ON THE
PRE-TEST OF THE METROPOLITAN READINESS TEST
OF KINDERGARTEN CHILDREN - LAKE CENTRAL SCHOOL CORPORATION

PUPIL TYPES	TEACHERS	BULLEIT	HARRISON	MILLER	PHILLIPS	LYNCH	DZURILLA	BURGESS	ROUSE
1. M/1	<101	52	63	49	53	83	67	50	53
2. M/2	<101	--	--	77	74	71	69	53	49
3. F/1	<101	63	55	40	75	71	55	55	58
4. F/2	<101	56	66	--	58	74	67	64	58
5. M/1	101-120	67	60	55	84	70	76	61	57
6. M/2	101-120	55	71	69	67	68	77	60	63
7. F/1	101-120	59	68	60	63	70	73	61	60
8. F/2	101-120	69	70	71	90	57	80	61	58
9. M/1	>120	--	74	81	--	66	66	66	63
10. M/2	>120	--	88	--	74	79	--	55	70
11. F/1	>120	--	74	68	79	84	63	70	62
12. F/2	>120	--	78	--	73	71	91	--	71
	TOTAL N	30	52	27	23	44	53	52	63

TOTAL SAMPLE - 344

MEAN FOR ENTIRE POPULATION - 65

TABLE III

OVERALL (TOTAL) SCORES ON THE POST TEST OF THE METROPOLITAN READINESS TEST OF KINDERGARTEN CHILDREN - LAKE CENTRAL SCHOOL CORPORATION

PUPIL TYPES \ TEACHERS	HULLETT	HARRISON	MILLER	PHILLIPS	LYNCH	DZURILLA	HULTGREN	ROUSE
1. M/1 < 101	51	66	56	60	82	75	59	67
2. M/2 < 101	--	--	82	76	74	78	73	63
3. F/1 < 101	67	63	50	96	68	53	65	65
4. F/2 < 101	63	69	--	74	79	69	83	70
5. M/1 101-120	69	68	68	88	77	80	71	69
6. M/2 101-120	69	78	68	83	76	78	71	75
7. F/1 101-120	67	74	66	79	81	77	74	73
8. F/2 101-120	77	80	78	99	67	83	72	70
9. M/1 > 120	--	82	84	--	75	80	74	74
10. M/2 > 120	--	86	--	89	91	--	70	79
11. F/1 > 120	--	76	81	82	91	77	77	62
12. F/2 > 120	--	83	--	89	83	85	--	84
Total N	30	52	27	23	44	53	52	63

TOTAL SAMPLE - 344

MEAN FOR ENTIRE POPULATION - 73

An analysis of variance test was made on the comparison of the pre-test and post-test mean scores and was found to be significant at the .01 level of confidence.

In Table IV, a side-by-side comparison of the mean scores of students arranged in the 12 pupil categories can be seen. The pre-test/post-test results and the gain for each pupil type in each of the eight kindergarten teachers' rooms is also shown.

Gains varied from 5.63 to a high of 12.09, with an average gain per classroom of 8.43. This is also shown in Table IV.

A three way analysis of variance test was made to compare the pre-test and post-test results and their differences. Variables of sex, I.Q., and socioeconomic status were studied to determine their effects upon the gains in scores for the total Metropolitan Readiness test score as well as for the six subgroups (word meaning, listening, matching, alphabet, numbers, and copying). No statistically significant differences were found when comparing the test results within the three ranges of I.Q.

In other words, boys and girls learned equally well, and children from various socioeconomic groups learned equally well as measured in all the subtests and the total test.

Table IV shows a slight gain in overall test scores for the high intelligence group; but this was not found to be statistically significant when the analysis of variance test was used.

The non-significance in the gain in readiness scores among the various intelligence group may be explained by the fact that the brighter youngsters were probably near the top of the test on the pre-test, so that their gain would be minimized by comparison with the scores of the other students.

TABLE IV

A SIDE BY SIDE COMPARISON OF PRE TEST AND POST TEST OVERALL (TOTAL) SCORES OF THE METROPOLITAN READINESS TEST OF KINDERGARTEN CHILDREN LAKE CENTRAL SCHOOL CORPORATION

	HULLETT			HARRISON			MILLER			PHILLIPS			LYNCH			DZURILLA			HULTGREN		
PUPIL TYPES	PRE-TEST	POST TEST	GAIN	PRE-TEST	POST TEST	GAIN	PRE-TEST	POST TEST	GAIN	PRE-TEST	POST TEST	GAIN	PRE-TEST	POST TEST	GAIN	PRE-TEST	POST TEST	GAIN	PRE-TEST	POST TEST	GAIN
M/1 < 101	52	52	-1	63	66	3	49	56	7	53	60	7	83	82	1	67	75	8	50	59	9
M/2 < 101	--	--	--	--	--	-	77	82	5	74	76	2	71	74	3	69	78	9	53	73	20
F/1 < 101	63	67	4	55	63	8	40	50	10	75	96	21	71	68	3	51	53	2	55	65	10
F/2 < 101	56	63	7	66	69	3	--	--	-	58	74	16	74	79	5	67	69	2	64	83	19
M/1 101-120	67	69	2	60	68	8	55	68	13	84	88	4	70	77	4	76	80	4	61	71	10
M/2 101-120	55	69	14	71	78	7	69	68	1	67	83	16	68	76	8	77	78	1	60	71	11
F/1 101-120	59	67	8	68	74	6	60	66	6	63	79	16	70	81	11	73	77	4	61	74	13
F/2 101-120	59	77	8	70	80	10	71	80	10	90	99	9	57	67	10	80	83	3	61	72	11
M/1 > 120	--	--	-	74	82	8	81	84	3	--	--	-	66	75	9	66	80	14	66	74	8
M/2 > 120	--	--	-	88	86	2	--	--	-	74	89	15	79	91	12	--	--	-	55	70	15
F/1 > 120	--	--	-	74	76	2	68	81	13	79	82	3	84	91	7	63	77	14	70	77	7
F/2 > 120	--	--	-	78	83	5	--	--	-	73	89	16	71	83	12	91	85	6	--	--	-
AVERAGE GAIN			7.00			5.63			7.22			11.36			7.33			6.09			13.09

A comparison of the pre-test/post-test results of the Metropolitan Readiness Test according to ranges of readiness set forth by the authors of that test can be seen in Table V. A more complete explanation of the score classifications, as explained by the test manual, is found in Appendix D.

Table V shows the large number of children who increased their readiness scores between the pre-test given in January, 1973, and the post-test, given in April. Dramatic gains appear in the superior group of scores and in the average group of scores. It would appear that only 10 children from the sample will not be ready for first grade reading for the 1973-1974 school year. The kindergarten teachers in the Lake Central School Corporation have done a fine job of bringing children to the reading readiness level for first grade. This is certainly a change from the 33 2/3% of children who entered kindergarten during the 1971 school year in that school corporation who were below the level of readiness.

CONCLUSIONS AND RECOMMENDATIONS

Since the pre-test was given in January and since there was no way to separate kindergarten teachers in the study according to intensity of exposure to the TV Readiness Program, all results, as fine as they are, must be regarded as tentative. A Hawthorne effect would seem to be operating because all the kindergarten teachers were aware that their teaching results would be the subject for study. Perhaps, this also accounts for the fact that most of them utilize the TV Readiness Programs and that the reduction of independent evaluators, as had been hypothesized, did not occur.

It is difficult, at this point, to say with conviction that the TV Readiness Program is responsible for the very fine results produced by the kindergarten teachers. One cannot exclude the TV programs and the fact that these teachers

TABLE V

PRE-TEST AND POST TEST COMPARISON
OF THE TOTAL MEAN SCORE OF THE
METROPOLITAN ACHIEVEMENT TEST ACCORDING
TO RANGES AND CLASSIFICATION

CLASSIFICATION	RANGE OF SCORES	PRE-TEST MEAN	N	POST TEST MEAN	N
Superior	Above 76	82.66	71	83.77	153
High Normal	64-76	70.10	119	70.23	121
[illegible]	45-63	55.00	124	56.81	58
[illegible]	25-44	36.03	27	39.24	7
Low	Below 24	10.00	1	14.33	3

were involved in a study as contributory causes of elevation in student scores. Table IV shows that some children of certain pupil types, in a specific teacher's room, gained an average of 21 points.

Problems of TV transmission failure, poor picture quality and the need to develop a format which actively engages children in the learning process were in evidence. Never-the-less, good results were posted as evidenced by the test results of the kindergarten children.

IF THE PROJECT IS REFUNDED

Because Title III as a whole is in a questionable state, some projects will not be refunded. If this one is, the following considerations would [illegible] have merit:

1. Study the highly rated TV program segments and design a format which contains the needed learning elements identified by the independent evaluators.

2. Re-edit TV program segments with poor ratings along the lines perviously identified in the above.

3. Develop a guide for use with parents and teachers with follow-up activities to reinforce and extend concepts developed in the TV Readiness segments.

4. Keep a closer check on the TV transmission so as to insure a quality picture, when possible. (The new tower should help.)

5. Exert a greater effort to identify and engage parents of pre-school children in the Lake Central School Corporation to help them identify needed concepts and worthwhile activities for children that build school readiness skills.

IF THE PROJECT IS NOT REFUNDED

1. Attempt to secure funds from Foundation sources to accomplish the needed revisions and supplementary materials identified previously.

2. Utilize the more highly rated TV Readiness segments in the regular school program via closed circuit TV.

3. Encourage parents of pre-school children to have their children become regular viewers of "Sesame Street" and to utilize materials available from this program for home use.

4. Create a Lake Central School Corporation Reading Readiness Skills Development Kit for Parents. Perhaps industrial or institutional financial support could be obtained so that a list of identified needed reading readiness skills could be presented to parents of pre-school children in the school corporation with ideas and activities that can build such skills. The kit could be customized so that visits or trips to specific places within the community could be designed to build reading readiness competencies. The kindergarten and first grade teachers would appear to be the best resources for developing such a kit. Through Ball State or some other university, graduate credit could be given to teachers who were involved in this project.

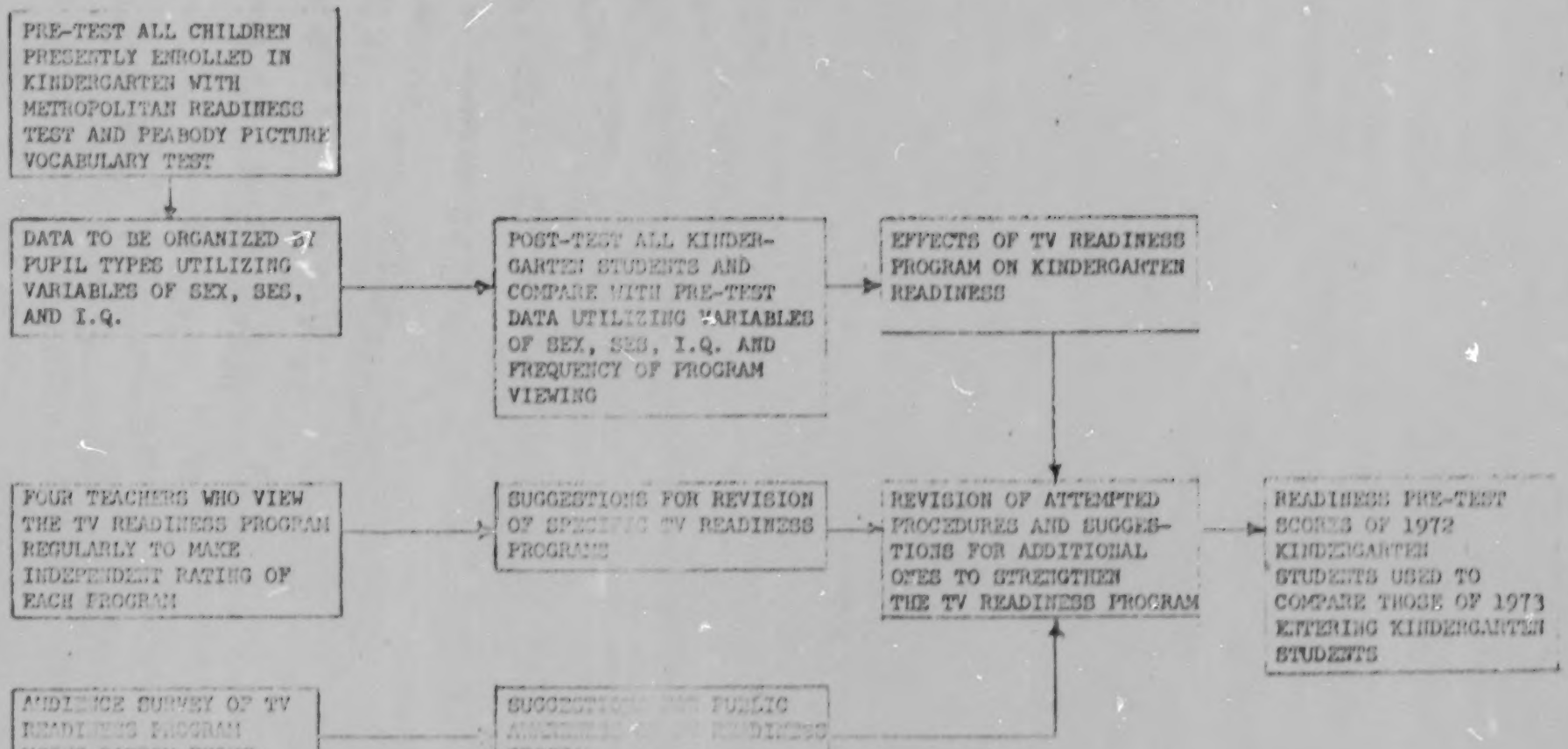
5. Another consideration is to quickly identify those children with low reading readiness skills in kindergarten and group them for needed instruction. Children with sufficiently high scores on the January testing should begin formal reading instruction in kindergarten.

This project, the evaluator believes, could serve as a catalyst for taking a good look at the relationship between the public schools and pre-school children, as well as the obvious need for kindergarten children with sufficiently developed reading readiness skills to be introduced to a formal reading program at the midpoint in kindergarten.

The evaluator wishes to convey his appreciation to all who assisted in this project. A special thanks to Mr. James Watson, the project director and the kindergarten teachers for a job well done.

APPENDIX A

EVALUATION SCHEMA
FOR
DEVELOPING READINESS
OF PRE-SCHOOL CHILDREN
VIA TELEVISION


PRE-TEST ALL CHILDREN PRESENTLY ENROLLED IN KINDERGARTEN WITH METROPOLITAN READINESS TEST AND PEABODY PICTURE VOCABULARY TEST
DATA TO BE ORGANIZED BY PUPIL TYPES UTILIZING VARIABLES OF SEX, SES, AND I.Q.
POST-TEST ALL KINDERGARTEN STUDENTS AND COMPARE WITH PRE-TEST DATA UTILIZING VARIABLES OF SEX, SES, I.Q. AND FREQUENCY OF PROGRAM VIEWING
EFFECTS OF TV READINESS PROGRAM ON KINDERGARTEN READINESS
FOUR TEACHERS WHO VIEW THE TV READINESS PROGRAM REGULARLY TO MAKE INDEPENDENT RATING OF EACH PROGRAM
SUGGESTIONS FOR REVISION OF SPECIFIC TV READINESS PROGRAMS
REVISION OF ATTEMPTED PROCEDURES AND SUGGESTIONS FOR ADDITIONAL ONES TO STRENGTHEN THE TV READINESS PROGRAM
READINESS PRE-TEST SCORES OF 1972 KINDERGARTEN STUDENTS USED TO COMPARE THOSE OF 1973 ENTERING KINDERGARTEN STUDENTS
AUDIENCE SURVEY OF TV READINESS PROGRAM USING RANDOM PHONE NUMBERS OF VIEWING AUDIENCE OF CHANNEL 50 IN THE LAKE CENTRAL SCHOOL CORPORATION
SUGGESTIONS FROM PUBLIC
PROGRAM

TENTATIVE TIMETABLE
FOR EVALUATION OF THE DEVELOPING READINESS FOR PRE-SCHOOL CHILDREN VIA TELEVISION

TASK	COMPLETION DATE
Pre-test of all present kindergarten children, scoring of tests, and completion of report forms. (Metropolitan Readiness Test and Peabody Picture Vocabulary Test).	January 22nd
Selection of four teachers to make independent rating of each TV readiness program	January 25th
Completion of audience survey of TV readiness program	
1st survey	February 16th
2nd survey	March 23rd
Post-test of all present kindergarten children, scoring of tests, and completion of report forms. (Metropolitan Readiness Test)	May 9th
Completed evaluation report, with findings, summary, and suggestions.	June 15th

APPENDIX B

[illegible] RATING SCALE [illegible]
T.V. READINESS PROGRAM

Instructions:

We are pleased that you will be helping us to evaluate the potential effectiveness of the various television programs which have been produced by the Lake Central School Corporation to develop reading readiness.

Please observe the following:

1. Complete your rating scale independently of other teachers and before you take the opportunity to discuss it with others.

2. Complete the rating scale as soon as you can - preferrable after viewing the TV readiness program.

3. Circle a number following each item and make any comments which you think are appropriate.

4. Send all completed forms to Mr. James Watson, Project Director at the end of the week. (There should be four completed forms each week.)

Independent Rating Scale for TV Readiness Program

Directions:

Please read each statement and rate program by circling the number following the statement which describes your feeling best.

Teacher

TV Readiness Program Number or Title

School

1. The program held the attention of the students	4	3	2	1
2. The main concept taught in the program was made very clear.	4	3	2	1
3. The main concept taught in the program could be easily understood so that a mother with no teaching background could help her own child.	4	3	2	1
4. The program had enough repetition to facilitate learning, yet was not boring.	4	3	2	1
5. There was sufficient interest for fast learning students.	4	3	2	1
6. The reception and picture quality were clear	4	3	2	1

COMMENTS

[illegible] RATING SCALE FOR TV READING PROGRAM

PROGRAM NO.

No Ratings for Programs 1 & 2

[illegible] RATER

[illegible]	A	B	C	D	E	F	G	OVERALL MEAN SCORE
4								
3								
2								
1								

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible]

Did not watch #1 & #2 because TV station was not working January 15 and 16.

[illegible] RATING SCALE FOR TV READINESS PROGRAM

3
PROGRAM NO.

[illegible] RATER

[illegible]	A	B	C	D	E	F	G	OVERALL MEAN SCORE
3	4							4.0
3	3							3.0
3	3							3.0
1	1							1.0
	1							1.0
1	1							1.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible]

The replays from the fire station were hard to see.
Since this was the first TV program ever used in the classroom the children were very eager and appreciative of it.

[illegible] RATING SCALE FOR [illegible] READINESS PROGRAM

4

PROGRAM I.D.

[illegible] RATER

[illegible]	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1.	3							3.0
2.	3							3.0
3.	3							3.0
4.	3							3.0
								3.0
								2.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible]

Again flashbacks to field trip were poor in spots.

The phonics (F sound) and copying the words challenged the students.

RATING SCALE FOR TV READINESS PROGRAM

5
PROGRAM NO.

RATER

	A	B	C	D	E	F	G	OVERALL MEAN SCORE
		2	3					2.5
2		4	3					3.5
3		4	3					3.5
4		2	3					2.5
		2						2.5
6		0	1					.5

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

We can not expect to gain and keep the attention of the children when reception is so very bad.

SUPERVISORY RATING SCALE FOR TV READINESS PROGRAM

6
PROGRAM NO.

	RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	4	2	2	2		3		2.6
2	3	4	3	4		4		3.6
3	3	4	3	3		4		3.4
4	3	3		2		4		2.0
5				1		2		1.4
6	3	2		3		2		2.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Too much emphasis on what children would wear to the library. As the general picture was good, but flashback in library was only fair.

D -- We made books like Miss Barb. The children were very interested in this activity and watched with enthusiasm.

[illegible] RATING SCALE FOR [illegible] READINESS PROGRAM

7
PROGRAM NO.

[illegible] RATER

	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	3	2	1		4		2.6
2	3	4	4	2		4		3.4
3	1	4	4	3		4		3.2
4	2	2	3	2		3		2.4
5	2	2	2	1		2		1.8
6	1	1	1	2		3		1.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible]

A — The children did not respond at all. They (and I) were unsure as to when and how to respond. (No direction was given for the hand raising response until after the activity was in progress.)
Counting only 3 objects.
Teacher's example in discussing and counting pictures did not illustrate left to right progression (A poor example to set for pupils.)

B -- We saw the wrong program this morning.

...EVALUATION RATING SCALE FOR TV READINESS PROGRAM

8

PROGRAM NO.

EVALUATOR RATER

	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	3	2			3		2.7
2	3	4	3			3		3.2
3	3	4	3			4		3.5
4	3	2	2			3		2.7
5	3	2	2			3		2.5
6	3	3	2			3		2.7

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

B -- Repetition of a concept is good but constant repetition of presentation is boring. Perhaps for a three year old this would not be the case but half of our children are six.

[illegible] RATING SCALE FOR TV READINESS PROGRAM

9
PROGRAM NO.

[illegible] RATER

	A	B	C	D	E	F	G	OVERALL MEAN SCORE
2.	3	2		2	-	4	2	2.6
a)	3	4		2	4	4	4	3.5
3	3	4		2	4	4	4	3.5
4	3	3		2	2	4	3	2.8
	3	3		1	2	4	3	2.6
	3	1		2	3	3	1	2.1

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible] RECORDED

B --- Reception of film portion of program is much worse than the rest of the program.

E -- Program is geared more for preschool children. It would be better for 3 & 4 year olds as far as general concepts are concerned. Kindergarteners benefit from the phonics part.

G -- The picture of the film section was especially poor. The reception of the rest of program was better.

[illegible] RATING SCALE FOR '67 READINESS PROGRAM

10
PROGRAM NO.

[illegible]	RATER A	RATER B	RATER C	RATER D	RATER E	RATER F	RATER G	OVERALL MEAN SCORE
1	2	3		3	3	3	4	3.0
2	3	4		2	4	3	4	3.3
3	3	4		2	4	4	4	3.4
4	3	3		2	3	4	3	3.0
5	3	3		1	3	3	3	2.6
6	3	2		3	2	3	3	2.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible]

E -- It would help if the programs started at the correct time.. It varies by 3 or 4 minutes daily and we sometimes miss the beginning.

G -- Use of Herkimer in program seems to help attract and hold children's attention.

[illegible] RATING SCALE FOR TV READINESS PROGRAM

11
PROGRAM NO.

[illegible]	RATER A	RATER B	RATER C	RATER D	RATER E	RATER F	RATER G	OVERALL MEAN SCORE
1	1	1	2	1	3	3		1.8
2	3	4	3	1	4	3		3.1
3	3	4	3	2	4	4		3.3
4	1	1	2	1	2	3		1.6
5	1	3	-	1	3	3		1.8
6	3	1	2	3	1	3		2.1

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible] COMMENTS

A -- I think this one should be redone. A video flashback for counting did not appear and when it did appear at a later time it was very difficult to count -- the number was uncertain, even for Miss Barb.
The programs this week are not holding the attention of the students this week as the two previous weeks did.

B -- We were testing today. This may account for lack of attention. Children are tired. Three discussions about postman's clothes are two too many.

D -- We wrote letters to Herk and it proved to be an excellent learning activity.

E -- Too much repetition for Kindergarteners.

[illegible] RATING SCALE FOR TV READINESS PROGRAM

12
PROGRAM NO.

[illegible] RATER

[illegible]	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	[illegible]	1	2	1	2	3	1	1.6
2	[illegible]	4	3	2	4	3	4	3.3
3	[illegible]	4	3	3	4	4	4	3.6
4	[illegible]	1	3	2	1	3	1	1.8
[illegible]	[illegible]	1	2	1	1	3	1	1.5
6	[illegible]	0	1	2	4	3	0	1.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible] COMMENTS

A -- Very difficult to see the small pictures used in the sequence of events. Whole picture was a bit dim for me (Electric Co. just going off was bright & clear, so I assume it was the film.)

B -- Reception was so poor we had to turn program off at 10:38.

D -- Confusing when Miss Barb is saying one thing and we see another. (i.e. "let's watch the lady bundle the mail") film shows lady sorting -- Mis Barb corrects herself.

E -- Reception was so poor we moved into 1st grade room during their recess. Consequently we missed the first five minutes. Too much repetition.

G -- Reception so poor at times the picture couldn't be seen. Had to turn program off at 10:38 because of reception.
The fourth program in series is summary of previous activities -- it has been presented several times before -- this is too much repetition for this age. (5 to 6 yrs. old)

SUBJECTIVE RATING SCALE FOR TV READINESS PROGRAM

13
PROGRAM NO.

QUESTION	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	2	2	[illegible]	3	4	2	2.6
2	3	4	3	[illegible]	4	4	4	3.6
3	3	4	3	[illegible]	4	4	4	3.6
4	3	3	2	[illegible]	4	4	3	3.1
5	3	3	2	[illegible]	4	3	3	3.0
6	1	2	1	[illegible]	3	3	2	2.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Studio segments were fine, but many animal pictures were poor. Excellent contrast of lion & tiger -- very much needed as children confuse these!

B -- Picture of animals at zoo were very difficult to see.

D -- I've never seen this program before, but it -- by far -- is the most useless program I have ever viewed!

G -- The pictures taken at the zoo were extremely dark and blurry.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

14
PROGRAM NO.

INDEPENDENT RATER

SEGMENT	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	2	2	1	2	3	2	2.0
2	3	4	3	2	4	3	4	3.2
3	2	4	3	2	4	4	4	3.2
4	2	2	-	1	2	3	2	2.0
5	2	2	2	1	1	3	2	2.0
6	3	4	1	1	3	3	4	2.4

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Picture was very undependable -- I was constantly adjusting it to try to improve reception. Sound was also variable. I usually get a little better reception in the PM than in the AM. Also the children pay better attention in the PM and respond and participate better. (Many factors may influence this -- placement in school day, reception, & general make-up of classes.)
It is my more mature pupils now that are following along and responding. The less mature are preoccupied and restless. It is my personal opinion that a 3 or 4 year old at home would not voluntarily choose to watch the show. They are accustomed to so much action and animation on Sesame Street, Electric Co., Captain Kangaroo, etc. that I do not believe the show would hold their interest.

C -- A. M. only watched. P. M. no picture.

D -- Reels of film got mixed up! Confusing

[illegible] RATING SCALE FOR TV READINESS PROGRAM

15
PROGRAM NO.

[illegible] RATER

[illegible]	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	3	3	[illegible]	3	3	3	3.0
2	3	4	3	[illegible]	4	3	4	3.5
3	3	4	3	[illegible]	4	4	4	3.6
4	3	3	2	[illegible]	3	3	3	2.8
5	3	3	2	[illegible]	3	3	3	2.8
6	3	2	1	[illegible]	3	3	2	2.3

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Pictures of animals to count were too small to see from all over the classroom -- we could see numeral, so children did know how many were in the sets.

C -- A.M. only P.M. no picture or sound

D -- Could not get picture

G -- Pictures at zoo -- gave poor tv picture.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

16
PROGRAM NO.

INDEPENDENT RATER

	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	4	2	4		3	4	4	3.5
2	3	4	4		4	4	4	4.0
3	3	4	4		4	4	4	4.0
4	3	4	3		4	4	4	4.6
5	3	3	3		3	3	3	3.0
6	2	1	1		1	3	3	2.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

B -- Reception was very good this morning & so poor this afternoon we could hardly watch it. Cannot expect interest from the children under these conditions. Children were more attentive when reception improved.

C -- Children enjoyed the story.

E -- Reception during the first 5 minutes was very poor. It improved after that. Thank you for the stand. It helps a great deal.

G -- Reception almost perfect -- except for flickering while lines. Picture dark and clear -- best we've had! !
The story held the children's attention very well.

A-- They loved the book!

[illegible] RATING SCALE FOR TV READINESS PROGRAM

17
PROGRAM NO.

[illegible]	INDEPENDENT RATER							
	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	2	2	3		4	2	2.6
2	3	4	3	3		4	4	3.5
3	3	4	3	3		4	4	3.5
4	3	3	3	2		3	3	2.8
5	3	3	2	2		3	3	2.6
6	3	3	1	3		4	2	2.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- They really love the books being read to them.

B -- Children were much more attentive in afternoon than in morning.

C -- Reception -- while flickering line is very distracting.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

18
PROGRAM NO.

INDEPENDENT RATER

RATER NO.	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	5	2	3	2		3	2	2.4
2	5	4	3	2		3	4	3.2
3	5	4	3	2		4	4	3.4
4	0	3	2	1		3	2	2.2
5	5	3	2	1		3	2	2.0
6		3	1	3		3	3	2.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- I was absent, so I could not evaluate this.

G -- Content dealt a great deal with counting. Our children were not too interested in this aspect.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

19
PROGRAM NO.

INDEPENDENT RATER

CHILDREN	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1		1		2		3	2	2.0
2		4		2		3	4	3.3
3		4		2		3	4	3.3
5		3		2		3	2	2.5
5		3		1		3	2	2.3
6		3		3		3	3	3.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Children could not watch because of Valentine parties.

B -- Valentine Day. Very excited -- poor attention.
Afternoon were much more attentive. Program was before party.

G -- Attention not too good -- could be because of excitement of Valentine Party.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

20
PROGRAM NO.

CHILD'S NAME	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	2	4		2	3	2	2.6
2	3	3	4		2	3	4	3.1
3	3	3	4		2	4	4	3.3
4	3	1	4		1	3	1	2.1
5	3	1	4		1	3	1	2.1
6	3	2	2		2	3	3	2.5

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

C -- Held attention much better than some of the other programs
I think extra prop's--help
Reception seems better today--Feb. 15th a.m. especially

G -- This program dealt with rooms of house and their contents--not too interesting to 5 year olds.

D -- Snow Day

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

21
PROGRAM NO.

	INDEPENDENT RATER							
SESSION NO.	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	2	2	1	2	3		2.0
2	3	3	3	2	2	4		2.8
3	3	3	3	2	2	4		2.8
4	2	1	3	1	1	3		1.9
5	2	2	3	1	1	3		1.9
6	2	2	1	4	2	3		2.3

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Narration not synchronized with flash-back pictures some of the time.

B -- Attention of morning children was very poor.

E -- Much too young for our group. We have already taught the letter S- no new challenge.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

22
PROGRAM NO.

[illegible]	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	a	3	1	2	3	3		2.4
2	b	3	1	2	3	3		2.4
3	c	4	1	2	3	3		2.6
4	d	2	1	1	2	3		1.8
5	e	1	1	1	1	3		1.3
6	f	3	1	3	3	3		2.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Did not watch.

C -- No picture - we tried just listening - not too good - the program needs the picture
P.M. - Did not listen

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

23
PROGRAM NO.

	INDEPENDENT RATER							
	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	3	1	1	3	3		2.2
2	3	4	2	2	4	3		3.0
3	2	3	3	2	4	3		2.8
4	2	2	1	1	4	3		2.2
		1	1	1	2	3		1.6
	2	3	1	1	3	2		2-0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A --- The problem is not with fast learning pupils--it is with immature ones. The better children are watching politely & responding appropriately- - the others are preoccupied.

B -- Morning class showed little interest. Children were very interested in lesson on sounds.

E -- Children enjoyed phonics work but were bored with pictures of the store.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

24
PROGRAM NO.

[illegible]	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	[illegible]			[illegible]	3		3.0
2	3	[illegible]			[illegible]	3		3.0
3	3	[illegible]			[illegible]	3		3.0
[illegible]	[illegible]	[illegible]			[illegible]	3		3.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3		2.5

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

[illegible] COMMENTS

B -- Channel 50 not on air.

F -- Evidently Channel 50 did not transmit this afternoon. We did not receive notification of this ahead of time. As we must transport our children to a different room for the program this is quite an inconvience.

C -- No picture, no sound

D -- Could not get

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

25
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	1	2	3	1	3	3		2.2
2	2	4	3	2	3	3		2.8
3	2	4	3	2	3	3		2.8
4	1	3	2	1	2	2		1.8
5	1	2	2	1	1	3		1.7
6	2	3	2	1	3	2		2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

D -- I have been doing a Unit on Stores & buying; Good reinforcement.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

26

PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	3	2	3	3	3	2	2.7
2	3	4	3	3	4	4	4	3.6
3	3	4	3	3	4	4	4	3.6
4	3	3		2	3	4	2	2.8
5	3	1	2	1	3	3	2	2.1
6	4	3	1	2	3	3	3	2.7

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Timing is very poor for children's response - they say it many many times.
A.M. reception better than P.M.
A.M. attention better than P.M. also

D -- The children seem to enjoy this program a little more

G -- No picture for first 5 minutes.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

27
PROGRAM NO.

NEWTONRAFT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	1	3		2	3			2.2
2	2	4		3	4			3.2
3	3	4		3	4			3.5
4	1	2		2	3			2.2
5	1	2		1	2			1.5
6	2	3		4	3			3.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- In preparing such a program in the future, it would be good to check grade level writing manual before showing writing procedure. (Example, the M was taught differently than our currently used Palmer Method teaches -).
Could not see what the coins actually looked like well enough to distinguish one from the other.

F -- There wasn't any program.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

28

PROGRAM NO.

	INDEPENDENT RATER							
STATEMENT	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	1	3		2	3	4		2.6
2	2	4		2	4	4		3.2
3	2	4		3	4	4		3.4
4	1	3		1	3	4		3.0
5	2	3		1	3	3		2.2
6	2	3		2	3	3		2.8

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

D -- We made a Grocery list to make cookies also. (Cookies were good , too)

E -- The children paid more attention to this series of programs on the Grocery than they did the two previous programs -- Houses & Shopping. They became more involved in this one. The children like Miss Barb to ask them questions.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

31
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	3	3			3	4	3.0
2		4	3			3	4	3.5
3	3	4	3			3	4	3.4
4	1	3	3			3	3	2.6
5	2	2	2			3	3	2.0
6	3	3	1			3	3	2.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

G -- Attention very good during first part program where seasons and picnic were discussed. As food was talked about, children became very inattentive.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

30
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	3	2	3		4	3	2.8
2	3	4	3	3		4	4	3.5
3	3	4	3	3		4	4	3.5
4	2	3	2	2		3	3	2.5
5	2	3	2	1		3	4	2.5
6	2	3	1	4		3	3	2.7

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

D -- The children really got involved in this program. Much better!

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

29

PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1				4		3		3.0
2				4		3		3.0
3				4		3		3.0
4				4		4		4.0
5						3		3.0
6						3		3.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

D -- Free Day

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

32
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	2	3	3			2	2.0
2	3	4	3	2			4	2.7
3	3	4	3	3			4	2.7
4	2	2	3	2			2	1.9
5	2	2	3	1				1.3
6	3	3	1	3			3	2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

B -- Too much repetion in beginning of program.

D -- The Children especially enjoyed watching Rachel!

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

33
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	3	3	2	3	3		2.8
2	3	4	3	2	4	3		3.2
3	3	4	3	2	4	4		3.3
4	3	3	2	2	3	4		2.8
5	3	3	2	1	3	3		2.2
6	3	3	1	2	3	3		2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

B -- Herkimer is very good idea. Children like him.

E -- The children thoroughly enjoy Herkimer the puppet. The children enjoyed this program.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

34

PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	3	3	2	3	3		2.4
2	2	4	3	2	4	3		3.0
3	2	4	2	2	4	3		2.8
4	2	3	3	3	3	3		2.8
5	3	3	2	2	3	3		2.6
6	3	3	1	3	3	3		2.6

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Program didn't seem to interest children very much. Seemed a little dull and could use more action. Sirens were really good.

B -- Film quality is better than usual on this program.

D -- Conversation of police too complicated & way above kids heads.

E -- The film in this sequence was very good.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

35
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	1	3	2	1	3	3		2.2
2	1	4	2	2	4	3		2.6
3	1	4	2	2	4	3		2.6
4	1	2	2	2	2	3		2.0
5	1	2	2	1	2	2		1.6
6	1	3	1	3	3	2		2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- The film segments were very jumpy and had lines through it. (Studio portion was fine.) Too technical -- over their heads!

B -- Repeating the film on the same program lost the attention of the children.

C -- I'm sure we do not get full value of the program - because the picture is so terrible--

D -- Conversation of police geared too high!

"readily visible"	"assist them"
"fugative"	"many instances"
"bolted down"	"eliminate"

E -- The second time the film clip was shown - the children were much more inattentive.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

36
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2	3	2	1	3	3		2.3
2	3	3	3	3	4	3		3.2
3	3	3	2	3	4	3		3.0
4	3	3	2	2	3	3		2.7
5	3	2	2	1	2	3		2.3
6	3	3	1	2	3	3		2.5

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Letter review was good reinforcement.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

37
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	4	3	3	3		4	3	3.3
2	4	4	3	3		4	4	3.7
3	4	4	3	3		3	4	3.5
4	4	3	3	3		4	3	3.3
5	4	3	3	2		3	3	3.0
6	4	3	1	2		3	2	2.5

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Many film segments inside barn were very hard to see. (Especially the earliest ones.)

D -- Good program - children quite interested.

G -- Pictures taken at farm difficult to see.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

38
PROGRAM NO

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3		2			3	2	2.5
2	3		3				4	3.3
3	3		2			3	4	3.0
4	3		2			2	2	2.2
5	3		2			3	2	2.5
6	3		1			2	3	2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A --- Mix-up at station--the PM class did not see this one, but a repeat of 37. Again the filmed sequences were very poor and hard to see.

B --- PM - Repeat of yesterday's program. Program is only of value if we see it!

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

39
PROGRAM NO.

	INDEPENDENT RATER							
TREATMENT	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	4	2	1				3	2.5
2	4	4					4	4.0
3	4	4	2				4	3.5
4	4	3	2				3	3.0
5	4	2	2				3	2.8
6	4	3	1				4	3.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- They really enjoyed making the farm animal sounds. That got their attention--it was only fair until then. Your explanation following each sound was often lost, however, because they wanted to continue making the sound too long.

B -- Children get so involved in making animal sounds, they forget to listen.

C -- By the third day the children were tired of the dairy farm.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

40
PROGRAM NO.

	INDEPENDENT RATER							
OBSERVER	A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	3	3			3	3	3.0
2	3	4	2			3	4	3.2
3	3	4	2			3	4	3.2
4	4	3	3			2	3	3.0
5	4	3	2			2	3	3.0
6	3	4	1			3	4	3.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- They loved Herkimer's story. Attention was excellent during that.

C -- Enjoyed the ~~puppet~~ puppet--and story--

"INDEPENDENT" RATING SCALE FOR "C" REALITIES PROGRAM

41
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	2	2		3	3		2.6
2	3	4			4	3		3.5
3	3	4	3		4	3		3.4
4	3	3	3		3	3		3.0
5	3	3	2		3	2		2.6
6	2	2	1		3	3		2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Segments inside airport & inside plane were poor.

B -- Film quality was very poor.

E -- Film was very poor--hard to see. The photographs were too close to his subjects. The children can't figure out what they are suppose to see. Everything is too isolated.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

42
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3		2	2		3		2.5
2	3		2	2		3		2.5
3	3		2	2		3		2.5
4	3		2	1		3		2.2
5	4		2	1		3		2.5
6	3		1	3		3		2.5

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Mix-up for PM again--rerun of 41.
They really liked the lesson on trains--we had studied some of this in January.

D -- Repeat on Tuesday. Absent Wed. & subsitute did not watch.

E -- Repeat of yesterday's program! This is the second time in two weeks.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

43
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1			3			3		3.0
2			3			4		3.5
3			3			4		3.5
4			3			4		3.5
			3			4		3.5
6			3			3		3.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

B -- Wrong Program again. If you want us to watch, show what is supposed to be shown. The same thing happened yesterday afternoon. I refuse to waste my time!

C -- Children enjoyed the program.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

44
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	2		2	2	3	3		2.0
2	3		2	2	4	3		2.8
3	3		3	2	4	3		3.0
4	2		2	1	4	3		2.4
5			2	1	3	3		2.2
6	2		1	2	3	3		2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

OTHER COMMENTS:

A -- Just talking about the pictures in the book was not interesting enough.

INDEPENDENT RATING SCALE FOR T/ READINESS PROGRAM

45
PROGRAM NO.

STATEMENT	INDEPENDENT RATERS A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	4	3		2		3	3	3.0
2	4	4		2		3	4	3.4
3	4	4		2		3	4	3.4
4	4	4		2		3	3	3.2
5	4	4		2		3	3	3.2
6	3	4		2		3		3.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- PM saw #45 on the day they should have seen #43. Good beginning. They liked the teasing about zoo & farm animals.

D -- This show had many gimmicks that were very catchy--the program was peppy & moved well!

E -- We say next Monday's tape--#45--Review I today.
Yesterday you repeated Monday's program. We have been asked to prepare the children for the program--but that's rather difficult when it's pot luck-- This is a waste of them!

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

46
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3	3	3	2			3	2.8
2	4	4	3	2			4	3.4
3	4	4	3	2			4	3.4
4	3		3	1			3	2.2
5	3		3	1			3	2.2
6	3		1	1			3	2.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- Great beginning--attention & interest was excellent for the first half--lagged somewhat on last half.

C -- Program held attention of children quite well.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

47
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3		3			3	4	3.2
2	3		3			3	4	3.2
3	3		3			3	4	3.2
4	3		3			3	3	3.0
5	3		3			3	3	3.0
6	3		1			3	3	2.2

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

G -- Had no sound for first several minutes.

INDEPENDENT RATING SCALE FOR TV READINESS PROGRAM

48
PROGRAM NO.

STATEMENT	INDEPENDENT RATER A	B	C	D	E	F	G	OVERALL MEAN SCORE
1	3		3	3		3		3.0
2	3		3	2		3		2.8
3	3		3	2		3		2.8
4	3		3	2		3		2.8
5	3		3	2		3		
6	3		1	2		2		2.0

4=EXCELLENT
3=GOOD
2=FAIR
1=POOR

RATER COMMENTS

A -- They liked the song, but the round concept was a little difficult for this age level.
This last week's shows were a definite improvment over the previous weeks!

D -- Kids loved the secret! & singing.

APPENDIX C

APPENDIX D

Letter Ratings and Readiness Status Corresponding to Various Ranges of Total Scores on Form A or Form B

*Score Range**	*Letter Rating*	*Readiness Status*	*Significance*
Above 76	A	Superior	Apparently very well equipped for first-grade work. Should be given opportunity for enriched work in line with abilities indicated.
64-76	B	High Normal	Good prospects for success in first-grade work provided other indications, such as health, emotional factors, etc., are consistent.
45-63	C	Average	Likely to succeed in first-grade work. Careful study should be made of the specific strengths and weaknesses of pupils in this group and their instruction planned accordingly.
24-44	D	Low Normal	Likely to have difficulty in first-grade work. Should be assigned to slow section and given more individualized help.
Below 24	E	Low	Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow sections, or individualized work is essential.

*These levels are set up in terms of standard deviation distances. B, C, and D are each 1.0 S.D. in width. A and E are the extremes beyond 1.5 S.D. above and below the mean, respectively. Level A denotes the top 7 per cent of the standardization group, Level B the next 24 per cent, Level C the middle 38 per cent, Level D the the next 24 per cent, and Level E the lowest 7 per cent.

Source: The Examiner's Manual for the Metropolitan Readiness Test, p. 8

APPENDIX E

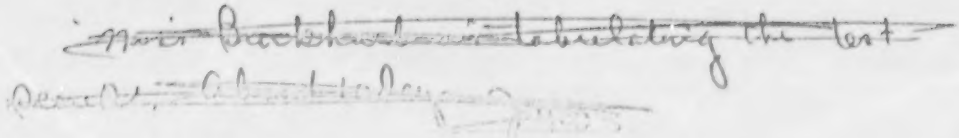
ESEA Title III Project, "Developing Reading Readiness in Preschool Children via Television"

"QUESTION CORNER"

48 15-minute tapes to be shown 3/day, 4 wk. days/week
To Begin: January 15, 1973

Date	Program No.	Program Title
Jan. 15 (trans. failure)	1	Fire Department I
Jan. 16 (trans. failure)	2	Fire Department II
Jan. 17 (trans. failure)	3	Fire Department III
Jan. 18	4	Fire Department IV
Jan. 22	5	Library I
Jan. 23	6	Library II
Jan. 24	7	Library III
Jan. 25	8	Library IV
Jan. 29	9	Post Office I
Jan. 30	10	Post Office II
Jan. 31	11	Post Office III
Feb. 1	12	Post Office IV
Feb. 5	13	Zoo I
Feb. 6	14	Zoo II
Feb. 7	15	Zoo III
Feb. 8	16	Zoo IV
Feb. 12	17	House I
Feb. 13	18	House II
Feb. 14	19	House III
Feb. 15	20	House IV
Feb. 19	21	Shopping I
Feb. 20	22	Shopping II
Feb. 21	23	Shopping III
Feb. 22	24	Shopping IV
Feb. 26	25	Grocery Store I
Feb. 27	26	Grocery Store II
Feb. 28	27	Grocery Store III
Mar. 1	28	Grocery Store IV
Mar. 5	29	Fairground I
Mar. 6	30	Fairground II
Mar. 7	31	Fairground III
Mar. 8	32	Fairground IV
Mar. 12	33	Police Station I
Mar. 13	34	Police Station II
Mar. 14	35	Police Station III
Mar. 15	36	Police Station IV
Mar. 19	37	Dairy I
Mar. 20	38	Dairy II
Mar. 21	39	Dairy III
Mar. 22	40	Dairy IV
Mar. 26	41	Travel I
Mar. 27	42	Travel II
Mar. 28	43	Travel III
Mar. 29	44	Travel IV
Apr. 2	45	Review I
Apr. 3	46	Review II
Apr. 4	47	Review III

Date	Program No.	Program Title
Apr. 5	48	Review IV
Apr. 9 (repeat)	1	Fire Department I
Apr. 10 (repeat)	2	Fire Department II
Apr. 11 (repeat)	3	Fire Department III
Apr. 12 (repeat)	4	Fire Department IV



72-0382

B. Expenditure report for three years.

The project was funded for one year only.

C. Dissemination report containing copies of all material used for dissemination.

Copies of dissemination are enclosed.

July 27, 1972

Mr. Bernard A. Melevage
Evaluation Consultant
ESEA Title III
Room 703, State Office Bldg.
Indianapolis, Ind. 46204

Project Title: Developing Readiness for Pre-School Children via Television

Dear Sir:

Copies of news media publicity on the above subject, to date, are enclosed.

Combined circulation of the enclosed newspapers is over 200,000, covering the entire north, mid-section and portions of south Lake County in addition to bordering sections of Porter and Newton Counties.

Sincerely,

June Studer (Mrs.)

Disseminator

Enclosures:

Newspaper articles from:

Herald (7/13/72)
Post-Tribune (7/14/72)
Times (7/20/72)
Crown Point Register (7/20/72)

Newspaper photos from:

Post-Tribune (7/17/72)
Times (7/20/72)
Herald (7/20/72)

LAKE
Serving Lake and Nearby Counties
MONDAY, JULY 17, 1972

TV READING INSTRUCTION — Principals in a federally funded reading readiness program, to be taught on television, check a camera angle in preparation for the series. The program will consist of 43 taped presentations, 15 minutes each, and will begin on WCAE (Channel 50-72) in January 1973. Pictured from left are Te Lucas, program director, and Barbar Burkhart and William DuChane, speec and hearing therapists with the Lake Central school district. (Post-Tribune photo

Post-Tribune
Guarding Your Interests Daily
Serving Northwest Indiana
FRIDAY, JULY 14, 1972
PAGES 1 TO 8
Lake Suburban News
B SECTION

Grant for TV reading

ST. JOHN — Lake Central School Corp. has received a Title III federal grant of $15,502 to televise a pre-Kindergarten and kindergarten reading readiness program.

The program will consist of 48 taped presentations, 15 minutes in length. It will be presented on WCAE Channel 50-72, beginning in January of 1973.

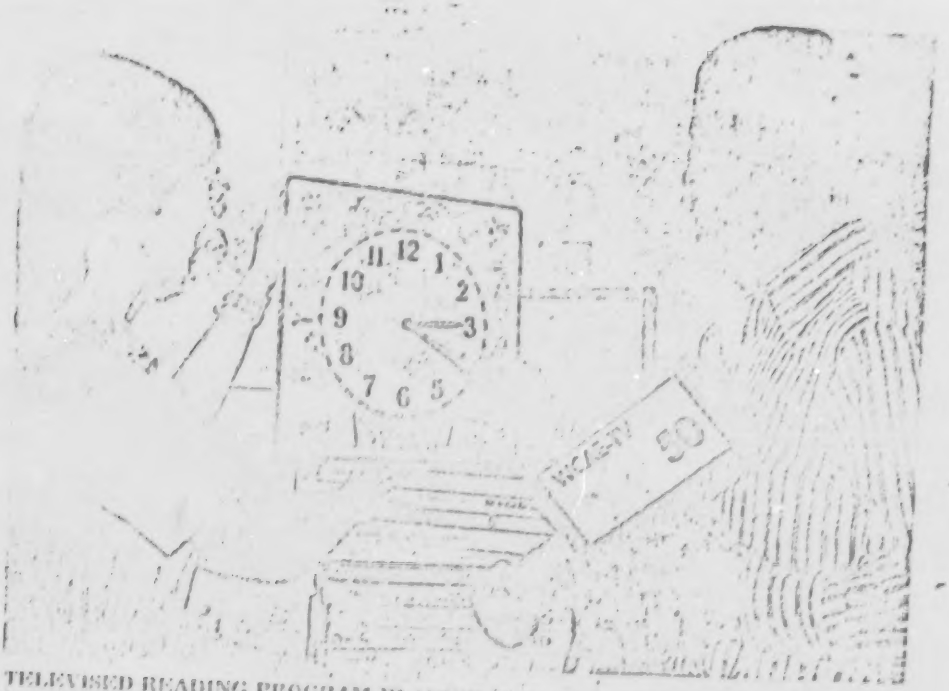
James Watson, assistant superintendent of Lake Central School corporation, said the school district has 400 children in each age group, three to five years of age, a total of 1,200, within the viewing area.

The series will be aired four days per school week. Working on the program are William DuChane and Barbara Burkhart, the district's speech and hearing therapists.

Video-taped field trips, drill material and review activities in the five reading readiness areas include: vocabularly, listening skills, matching, alphabet and copying.

Educators hope the children will identify with children selected to appear on the series, thus becoming involved.

In September of 1971 the school corporation administered the Metropolitan Readiness. Of the 418 tested, 24 per cent scored below average, an indication of possible difficulty in learning to read, plus difficulty with first grade work. It is hoped the new series will bring all the children up to at least average ability.



TELEVISED READING PROGRAM PLANNED – Speech and hearing therapists Miss Barbara Burkhart and William DuChane check through material to be used in a new televised series. The series, aimed at increasing reading readiness of pre-kindergarten and kindergarten children has been initiated by the Lake Central School Corporation through approval of Title 3 federal funds. The series will be broadcast from Channel 50/72, station WCAE. (Herald Photo by Studer)

THURSDAY, JULY 13, 1972, THE HERALD

Educators plan video kids' reading project

VOL. XXVII NO. 8 THURSDAY, JULY [illegible] 1972

A PROJECT to increase reading readiness of pre-kindergarten and kindergarten children throughout Northwest Indiana via television has been initiated by the Lake Central School Corporation.

With state approval of Title 3 federal funds amounting to $15,302, educators hope to serve schools within the Lake Central district as well as all students within a 25-mile radius of Channel 50/72, station WCAE-TV.

Administrative assistant, James Watson, is in charge of the program which will consist of 48 taped presentations, 15 minutes each, originating from the television station based in Lake Central High School, St. John.

The Lake Central school district alone has 400 children in each age group of three to five years, or a total of 1,200 pre-kindergarten and kindergarten children within the viewing area.

The series will be shown four days per school week, beginning Jan. 16, 1973, which is the beginning of the district's second semester of the 1972-73 academic year.

The district's speech and hearing therapists, William DuChane and Barbara Burkhart are presently preparing all television visual aids, planning program content and format of television tapes.

They plan the series to be shown at 10 a.m. and again at 1:30 p.m., so that children attending kindergarten in the morning and in the afternoon sessions could view the tapes.

IN ADDITION, the series will be shown a third time during the day at 4 p.m. for children who missed the earlier broadcasts.

The programs will include video-taped field trips, drill material and review activities in five areas which include vocabulary, listening skills, matching, alphabet and copying.

Educators said an increase in reading readiness could be developed through visual instruction of word meaning, the ability to comprehend phrases and sentences, the recognition of similarities and differences, the ability to recognize lower-case letters and discrimination, plus visual perceptual and motor control.

Meetings involving the two speech therapists and all available kindergarten teachers in the Lake Central district are arranged so that the kindergarten teachers can point out what, in their professional judgement, should be included in the programming.

A GROUP of individuals from the community will be asked to cooperate in the making of the television series.

Persons from industry, farm, and merchandising will be used as resources when making the television series, both in respect to information they can provide and in filming their facilities with a portable television camera.

Children will be selected to appear on the series. DuChane and Burkhart said they will be selected on the basis of their ability to perform before the television camera, ability to communicate and availability.

The educators hope that viewing children will be able to identify with them and thus become involved in the series.

IN SEPTEMBER, 1971 the Lake Central School Corporation administered the Metropolitan Readiness Test to all children entering kindergarten. The test is designed to measure reading readiness in the five before-mentioned areas.

It was found that almost 34 percent of the 488 children tested scored well below the 50th percentile. According to the test's norms, any child scoring below the 50th will experience difficulty in the first grade.

The educators said it is the goal of this television series to bring all kindergarten children in the viewing area up to 50th percentile or any valid measure of reading.

THE TIMES Indiana

Thursday, July 20, 1972

Munster, Griffith, Schererville

William DuChane and Miss Barbara Burkhart plan program content for new series.

Project Increases Reading Readiness

By JUNE STUDER
Times Correspondent

ST. JOHN — A local televised version of "Sesame Street" is underway.

The project, aimed at increasing reading readiness of pre-kindergarten and kindergarten children throughout [illegible] via television has [illegible] television stations, educators hope to serve schools within the Lake Central district as well as all students within a 75-mile radius of Channels 50 and 72, station WCAE-TV.

The program will consist of 40 taped presentations, 15 minutes each, originating from the television station based in Lake Central High School, St. John.

ADMINISTRATIVE assistant James Watson is in charge of the project.

The Lake Central school district alone has 600 children in each age group of three to five years, or a total of 1,200 pre-kindergarten and kindergarten children within the viewing area.

The series will be shown four days per school week, beginning Jan. 16, 1973, which is the start of the district's second semester.

The district's speech and hearing therapists, William DuChane and Miss Barbara Burkhart are presently preparing all television visual aids and planning program content and format of television tapes.

They plan the series to be shown at 10 a.m. and again at 1:30 p.m., so that children attending kindergarten in the morning and in the afternoon sessions could view the tapes.

IN ADDITION, the series will be shown a third time during the day — at 4 p.m. for children who missed the earlier broadcasts.

Programming plans include video-taped field trips, drill material and re[illegible] activities in five areas which include [illegible], listening skills, match[illegible] alignment and copying.

Educators said an increase in reading readiness could be developed through visual instruction of word meaning, the ability to comprehend phrases and sentences, the recognition of similarities and differences, the ability to recognize and discriminate lower case letters plus perceptual and motor control.

Meetings involving the two speech therapists and all available kindergarten teachers in the Lake Central district are [illegible]

therapists and all avalable kindergarten ers can point out what, in their professional judgment, should be included in the programming.

A GROUP of individuals from the community will be asked to cooperate in the making of the television series.

Persons from industry, retail, and merchandising will be used as resources when making the television series, both in respect to information they can provide and in filming their facilities with a portable television camera.

Children will be selected to appear on the series. DuChane and Burkhart said they will be selected on the basis of their ability to perform before the television camera, ability to communicate and availability.

The educators hope that viewing children will be able to identify with them and thus become involved in the series.

Last September, the Lake Central School Corporation administered the Metropolitan Readiness Test to all children entering kindergarten.

THE TEST was designed to measure reading readiness in the five before-mentioned areas.

It was found that almost 34 per cent of the 423 children tested scored well below the 50th percentile. According to the test's norms, any child scoring below the 50th percentile will experience difficulty in the first grade.

The educators said it is the goal of this television series to bring all kindergarten children in the viewing area up to the 10th percentile on a valid measure of reading.

Crown Point Reg...

Lake County's Oldest Newspaper—Established in 1857

News Deadline: Tues...

CROWN POINT, IND. 46307 THURSDAY, JULY

LAKE CENTRAL SCHOOL CORP. INITIATES PROJECT

With recent state approval of Title III federal funds in the amount of $15,302, the Lake Central School Corp. is initiating a project to increase reading readiness of pre-kindergarten and kindergarten children throughout Northwest Indiana.

Via television, educators hope to serve schools within the Lake Central District as well as all students within a 25-mile radius of Channel 50/72, station WCAF-TV.

The planned program will consist of 48 taped presentations, 15 minutes each, originating from the Lake Central High School based in St. John.

Administrative assistant, James Watson, who is in charge of the project said the Lake Central school district alone has 400 children in each age group of three to five years, or a total of 1,200 pre-kindergarten and kindergarten children within the viewing area.

The series will be shown four days per school week, beginning Jan. 16, 1973, which is also the beginning of the district's second semester of the 1972-73 academic year.

The district's speech and hearing therapists, William DuChane and Barbara Burkhart are presently preparing all television visual aids, planning program content and the format of television tapes.

They plan the series to be shown at 10 a.m. and again a 1:30 p.m., so that children attending kindergarten in the morning and in the afternoon sessions could view the tapes.

In addition, the series will be shown a third time during the day at 4 p.m. for children who missed the earlier broadcasts.

The programs will include video-taped field trips, drill material and review activities in five areas which include vocabulary, listening skills, matching, alphanet and copying.

Educators said an increase in reading readiness could be developed through visual instruction of word meaning, the ability to comprehend phrases and sentences, the recognition of similarities and differences, the ability to recognize lower-case letters and discrimination, plus visual perceptual and motor control.

Meetings involving the two speech therapists and all available kindergarten teachers in the Lake Central district are included so that the kindergarten teachers can point out [illegible]

[illegible] operate in [illegible] television series.

Persons from industry, farm, and merchandising will be used as resources when making the television series, both in respect to information they can provide and in filming their facilities with a portable television camera.

Children will be selected to appear on the series. DuChane and Burkhart said they will be selected on the basis of their ability to perform before the television camera, ability to communicate and availability.

The educators hope that viewing children will be able to identify with them and thus become involved in the series.

In Sept., 1971, the Lake Central School Corporation administered the Metropolitan Readiness Test to all children entering kindergarten.

The test is designed to measure reading readiness in the five before-mentioned areas.

It was found that almost 34 per cent of the 488 children tested scored well below the 50th percentile. According to the test's norms, any child scoring below the 50th percentile will experience difficulty in the first grade.

The educators said it is the goal of this television series to bring all kindergarten children in the viewing area up to the 50th percentile on any valid measure of reading.

July 31, 1972

Mr. Bernard A. Nolevaje
Evaluation Consultant
ESEA Title III
Room 702, State Office Bldg.
Indianapolis, Ind. 46204

Project Title: Developing Readiness for Preschool Children

Dear Sir:

Enclosed is a copy of the most recent publicity via the newspaper media of the above subject.

The Lake County Star, who printed the article, is now celebrating its 100th year in the newspaper publishing business.

Sincerely,

June Studer (Mrs.)

Disseminator

Encl:

Newspaper article from:

Lake County Star (7/28/72)

Lake Central Begins Kindergarten Reading Readiness Program

With recent state approval of Title III Federal funds in the amount of $15,302 the Lake Central school corporation is initiating a project to increase reading readiness of pre-kindergarten and kindergarten children throughout Northwest Indiana. By means of television, educators hope to serve schools within the Lake Central district as well as all students within a 25-mile radius of Channel 50-72, Station WCFE-TV.

The planned program will consist of [illegible]

Administrative Assistant James Watson, in charge of the project, said the Lake Central school district alone has 400 children in each age group of three to five years of a total of 1,200 pre-kindergarten and kindergarten children within the viewing area.

The series will be shown four days a school week, beginning January 16, which is also the beginning of the district's second semester of the 1972-73 academic year. The district's speech and hearing therapists, William DuChane and Barbara Burkhart, are preparing all television visual aids, planning program content and the format of television tapes. They plan the series to be shown at 10 AM and again at 1:20 PM so children attending kindergarten in the morning and in the afternoon sessions may see the tapes. In addition, the series will be shown a third time during the day, at 4 PM, for children who missed the earlier broadcasts. The programs will include video-taped field trips, drill material and review activites in five areas which include vocabulary, listening skills, matching, alphabet and copying.

Meetings involving the two speech therapists and all available kindergarten teachers in the Lake Central district are included so kindergarten teachers can point out what, in their professional judgment, should be included in the programming.

A group of community residents will be asked to cooperate in making the television series. Persons from industry, farm and merchandising will be used as resources when making the television series, both in respect to information they can provide and in filming their facilities with a portable television camera.

Children will be selected to appear on the series. DuChane and Miss Burkhart said they will be selected on the basis of their [illegible] educators hope the viewing children will be able to identify with them and so become involved in the series.

In September, 1971, Lake Central school corporation administered the Metropolitan readiness test to all children entering kindergarten. The test is designed to measure reading readiness in the five before-mentioned areas. It was found that almost 31 percent of the 485 children tested scored well below the 50th percentile. According to the test's norms, any child scoring below the 50th percentile will experience difficulty in the 1st grade. The educators said it is the goal of this television series to bring all kindergarten children in the viewing area up to the 50th percentile on any valid measure of reading.

August 8, 1972

Mr. Bernard A. Melevage
Evaluation Consultant
ESEA Title III
Room 703, State Office Bldg.
Indianapolis, Ind. 46204

Project Title: Developing Readiness for Pre-School Children via Television

Dear Sir:

[illegible] copies of the most recent publicity via the [illegible] of the above subject.

Sincerely,

June Studer (Mrs.)

Disseminator

Encl:

Newspaper articles from:

The Times (8/6/72)
The Herald (8/3/72)

Newspaper photos from:

The Herald (8/3/72)
The Times (8/6/72)

THE TIMES Hammond
Sunday, August 6, 1972

Gary W'ease' fascination with the cows is recorded by Clement Lessner of WCAE.

Increasing Readiness Program

'Sweet Taste' for Education

By JUDY STUDER
Times Correspondent

ST. JOHN—Adding interesting places or "real" things to a formal structured reading readiness program, is adding sugar to educational medicine.

Easier going down, perhaps even enjoyable.

While taping the new 40-series "Question Corner," the project's speech and hearing therapists William DuChane and Miss Barbara Burkhardt are including video taped field trips in their programming.

The Lake Central School Corp. project, through state approval of $15,362 in Title 3 federal funds, is designed to increase reading readiness of preschool and kindergarten children throughout Northwest Indiana.

PERSONS from industry, farm, and merchandising are used as resources when making the television series, both in respect to information they can provide and in filming their facilities with a portable television camera.

Local children will appear on the series which begins Jan. 16, 1973 on Channels 39 and 74, station WCAE-TV.

The educators hope that viewing students within a 25-mile radius of the station, based in Lake Central High School will be able to identify with them and thus become involved in the series.

The field trip clips are included in productions along with Miss Burkhardt's visual exploration of vocabulary, alphabet, matching and copying.

DuCHANE, in addition to planning program content and format, becomes the production's co-partner through "Herkimer," a duck hand puppet.

Lake Central Administrators have concluded that television is an effective teaching tool and through the use of the medium, one "master" teacher can be shared by children with a large viewing audience while in the comfort and "coziness" of their own home or in the quiet setting of a group of peers around the television set in their classroom.

Administrative assistant James Watson, who heads the project said all 15 minute tapes will be completed this fall. At that time DuChane returns to the School Town of Highland as Work Study Co-ordinator and Miss Burkhardt resumes her position as speech and hearing therapist for the Lake Central school district.

THE HERALD

THURSDAY, AUGUST 3, 1972

"QUESTION CORNER" –Miss Barbara Burkhardt instructs pre-school and kindergarten children during the taping of the 48-series "Question Corner" for WCAE-TV, Channel 50/72. Program co-partner is William DuChane who also becomes "Herkimer" a duck puppet. The 15-minute programs, which begin next January is a Lake Central School Corp. project designed to increase reading readiness throughout Northwest Indiana, and is financed by Title 3 federal funds. (Herald Photo by Studer)

TV series to aid reading readiness

Taping of the 48-series "Question Corner" is underway, by the Lake Central School Corporation.

The project, through state approval of Title 3 federal funds, is designed to increase reading readiness of pre-school and kindergarten children throughout Northwest Indiana.

ORIGINATING FROM THE television station based in Lake Central High School, St. John, the 15-minute programs will begin Jan. 16, 1973, which is the beginning of the district's second semester of the 1972-73 school year.

The series will be shown four days per school week on Channel 50/72, station WCAE-TV, Northwest Indiana's only public broadcasting facility.

The speech and hearing therapists, William Duchane and Miss Barbara Burkhardt are including video-taped field trips in their programming. Film clips are included in productions along with Miss Burkhardt's visual explanation of vocabulary, alphabet, matching and copying.

HANE BECOMES A program co-partner through "Herkimer", a duck hand puppet, in addition to planning program content and format of television tapes.

The Lake Central School District was granted the $15,302 in federal funds based on the rationale that if children of pre-school and kindergarten age are given the opportunity, through a formal structured readiness program via television, the number of children experiencing failure in first grade will decline.

Local educators chose television as the medium because of its ability to reach the thousands of children, within a 25-mile radius of the St. John based station.

The Lake Central school district alone has 400 children in each age group of three to five years, or a total of 1,200 pre-kindergarten and kindergarten children within the viewing area.

August 11, 1972

Mr. Bernard A. Nelevage
Evaluation Consultant
ESEA Title III
Room 703, State Office Bldg.
Indianapolis, Ind. 46204

Project Title: Developing Readiness for Pre-School Children via Television

Dear Sir:

Enclosed is a copy of recent publication of the above project via Gary's largest newspaper media subscription. The project will be televised via Channel 50/72, with the 72 antenna located in Gary for transmission availability to all residents.

Sincerely,

June Studer (Mrs.)

Disseminator

Encl:

Newspaper article from:

Post-Tribune (3/4/72)

Lake Suburban News

Post-Tribune

Guarding Your Interests Daily

Serving Northwest Indiana

B SECTION — FRIDAY, AUGUST 4, 1972 — PAGES 1 TO 16

TV series to reading all set

ST. JOHN — Filming of the final program in the Lake Central School Corp.'s reading television series took place this week.

The 26-program television series for preschool and kindergarten children will be aired starting in January. It is called "Reading Corner" and the third federal unit of which are now in the ...

... programs deal with ... and predecessor ... Lorries. Filming was done ... in the WCAE studio and aided with portable television ... cameras.

Students within a 20-mile radius of the station, located in Lake Central High School are expected to enjoy it when it goes on the air Jan. 16, on channel 30/72.

Creating the programs were Miss Barbara Burkhardt, who will give visual explanation of vocabulary, alphabet, numbers and objects, and William DuChene, co-creator using "Herkimer," a duck hand puppet.

Miss Burkhardt is speech and hearing therapist for the Lake Central school system. DuChene is with the Decatur for the Richland school system. James Wilson, Lake Central administrative assistant, headed the project.

January 16, 1973

Mr. Bernard A. Melevage
Evaluation Consultant
ESEA Title III
Room 703, State Office Bldg.
Indianapolis, Ind. 46204

Project Title: Developing Readiness for Pre-School Children via Television

Dear Sir:

Copies of news media publicity on the above subject, to date, are enclosed.

Combined circulation of the enclosed newspapers is over 200,000, covering the entire north and mid-section of Lake County and portions of south Lake County in addition to bordering sections of Porter and Newton Counties.

Sincerely,

June Studer (Mrs.)
Disseminator

Enclosures:

Newspaper articles from:

The Herald (1/10/73)
The Times (1/12/73)
Post-Tribune (1/15/73)

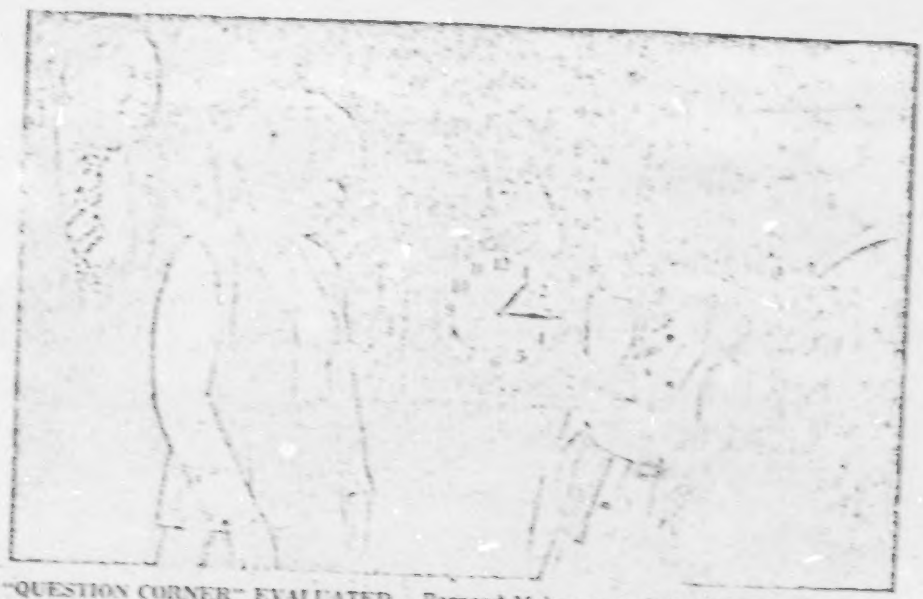
Newspaper photos from:

Herald (1/10/73)
Post-Tribune (1/15/73)

Dr. Helen Lunblad and Bernard Nelevage of the Indiana Department of Public Instruction evaluate a WCAE-TV program, "Question Corner," hosted by speech therapist Barbara Burkhardt. The evaluation centered on a reading readiness program for school-age children.

Reading Project

THE HERALD, Wednesday, January 24, 1973



"QUESTION CORNER" EVALUATED – Bernard Melevage and Dr. Helen Lundblad, state evaluation consultants from Indianapolis, take a first-hand look at "Herlimer" and other material used in Lake Central's resident readiness program for pre-schoolers and kindergartners. Television teacher Barbara Burkhardt, speech therapist for the Lake Central District and Administrative Assistant James Watson, who heads the project, are at the right. "Question Corner" which is aired three times daily on WCAE-TV, Channel 50, is supported by federal Title III funds totalling $15,302.

ST. JOHN--The 48-series, locally taped "Question Corner" ~~xxx~~ begins ~~xxxx~~ Monday, (1/15) via Channel 50.

The 15-minute program, designed to increase reading readiness of pre-school and kindergarten children throughout Northwest Indiana, will ~~x~~ be telecast at 10:30 a.m., 1:15 p.m. and 3:45 p.m. daily, Monday through Thursday.

State approval of $14,302 in Title 3 federal funds to the Lake Central School Corporation made the project possible.

The program will originate from Station WCAE-TV based in Lake Central High School, Northwest Indiana's only public broadcasting facility.

-more-

Speech and hearing therapists William DuChane and Miss Barbara Burkhardt have included video-taped field trips in their programming.

Film clips are included in productions along with Miss Burkhardt's visual explanation of vocabulary, [illegible], matching and copying.

DuChane becomes a program co-partner in through "Herkimer" a duck hand puppet, in addition to planning program content and format of television tapes.

The Lake Central School District was granted the federal funds based on the rationale that if children of pre-school and kindergarten age are given the opportunity, through a formal structured readiness program via television, the number of children experiencing failure in first grade will decline.

-more-

The school district's administrative assistant James Watson, who heads the project, chose television as the medium because of its ability to reach the thousands of children within a 25-mile radius of the St. John-based station.

John Central alone has 400 children in each age group of three to five years, or a total of 1,200 pre-kindergarten and kindergarten children within the viewing area.

March 19, 1973

Mr. Bernard A. Melevage
Evaluation Consultant
ESEA Title III
Room 703, State Office Bldg.
Indianapolis, Ind. 46204

Project Title: Developing Readiness for Pre-school Children via Television

Dear Sir:

Copies of news media publicity on the above subject, to date, are enclosed.

Combined circulation of the enclosed newspapers nears 154,000, covering the entire north and mid-section of Lake County, portions of South Lake County and bordering areas in Illinois.

Sincerely,

June Studer (Mrs.)
Disseminator

Enclosures:

Newspaper articles from:

The Times (2/20/73)
The Herald (2/20/73)

Newspaper photos from:

The Herald (3/7 & 3/14/73)

St. John Township Edition

The Herald

Northern Indiana's Largest Weekly Newspaper

WEDNESDAY, FEBRUARY 28, 1973

Phone survey on 'Question Corner'

ST. JOHN – A telephone survey is now in operation throughout the Lake Central School District.

Asst. Supt. James Watson advises the survey regarding the Channel 50 Reading Readiness Program "Question Corner" is endorsed by school officials.

AN EIGHT-MEMBER parent advisory committee is selecting a random sample of the television audience.

The approximate two minute call includes several questions – how often Channel 50 programs are watched and if a pre-schooler is in the home.

If the answer is affirmative the respondent will be asked if "Question Corner," "Sesame Street" or the "Electric Company" is watched and an opinion solicited.

IF THE RESPONDENT or child does not watch the televised readiness program, each will be asked if there is a desire for more information regarding the program.

The survey is being made to assess effects of the publicity campaign to alert parents to the program's availability.

The 48-series "Question Corner" is produced by the Lake Central School Corp. with state approval of $15,302 in Title 3 federal funds.

THE SERIES IS shown Monday through Thursday three times daily – 10:30 a.m., 1:15 p.m. and 3:45 p.m.

The programs are based on the rationale that if children of pre-school age are given the opportunity, through a formal structured readiness program via television, the number of children experiencing failure in first grade will decline.

THE TIMES
Monday, February 26, 1972

Reading Survey Seeks Opinions

ST. JOHN — A telephone survey is now in operation throughout the Lake Central School District.

Assistant Supt. James Watson has advised the survey regarding the Channel 50 Reading Readiness Program, "Question Corner," is endorsed by school officials.

An eight-member parent advisory committee is collecting a random sample of the television audience.

The approximate ten-minute call includes several questions—how often Channel 50 programs are watched and if a pre-schooler is in the home.

If the answer is affirmative the respondent will be asked if "Question Corner," Sesame Street" or the "Electric Company" is watched and an opinion solicited.

If the respondent or child does not watch the televised readiness program, each will be asked if there is a desire for more information regarding the program.

The survey is being made to assess effects of the publicity campaign to alert parents to the programs availability.

THE 45 SERIES "Question Corner" is produced by the Lake Central School Corp. with state approval of $15,370 in Title 3 federal funds.

The series is shown Monday through Thursday three times daily—10:30 a.m., 1:15 p.m. and 3:45 p.m.

The programs are based on the rationale that if children of pre-school age are given the opportunity, through a formal structured readiness program via television, the number of children experiencing failure in first grade will decline.

St. John Township Edition

The Herald

Northern Indiana's Largest Weekly Newspaper

WEDNESDAY, MARCH 7, 1973

T. V. PROGRAM SURVEYED -- Plans for surveying the Lake Central School District are mapped by the eight-member advisory committee for Title III funds. Members are now in the process of calling parents of preschool children and compiling comments regarding "Question Corner" -- a Channel 50 three times daily television show aimed at providing reading readiness for pre-school children. (Herald Photo by Studer)

St. John Township Edition

The Herald

Northern Indiana's Largest Weekly Newspaper

WEDNESDAY, MARCH 14, 1973

PROGRAM EVALUATED -- Dr. Frank J. Sciara, state evaluator, met with members of Title II advisory committee to discuss initial survey results of Channel 50 viewers. Committee members are compiling comments regarding "Question Corner" -- a television show aimed at providing reading readiness for pre-school children. Dr. Sciara is flanked by Miss Barbara Burkhardt, school speech therapist and program moderator, and Asst. Supt. James Watson, who heads the project. (Herald Photo by Studer)

D. Successes and failures of the dissemination procedures.

Success was notable in dissemination among the area's newspapers. The only two dailies (Times and Post-Tribune) publicized the program during four different periods of its existance, along with accompanying photos.

Similar publicity during four periods of the program was printed by three weekly newspapers, along with photos, in Lake County, Ind.

Combined circulation of the newspapers is over 200,000, covering the entire north and mid-section and portions of south Lake County, in addition to bordering communities of Porter and Newton Counties in Indiana and Cook and Will Counties in Illinois.

The four periods of newspaper coverage included:

1. Advance publicity during preparation and taping of the program.

2. Reiteration of project's goals at start of program in January, 1973.

3. Publicity on evaluation consultants - who they were and why they were present.

4. Public advised of evaluative telephone survey throughout the Lake Central School District regarding the program's effectiveness.

In addition to newspaper dissemination, all elementary age children attending school in the Lake Central district (public and parochial) were given announcements of the program's goals and television schedule so that pre-school brothers and sisters could watch at home.

All school corporations within Lake County, Indiana were sent Teachers' Manuals and television schedule information in January, 1973.

E. Have other school corporations made any plans for adoption of project components? Which?

Crown Point Community School Corporation reports that they watched the television program in their kindergartens on a limited basis. All Lake County school corporations were sent Teachers' Manuals and television schedule information.

F. How would it be possible to disseminate project information to other corporations?

Via the newspaper media - all school corporations in the North and Mid-sections of Lake County were advised throughout the program of its existance. Also, portions of South Lake County and bordering school districts in Porter and Newton counties in Indiana and Will and Cook Counties in Illinois were informed project goals and progress via newspaper publicity.

In addition, all school corporations within Lake County were sent information about project goals and television schedules, along with Teachers' Manuals to accompany the "Question Corner" series.

G. Evaluation report containing documentation of project achievement.

The evaluation by Dr. Sciara, Ball State University, is enclosed.

H. School corporation plans for project after phase out of Federal funds.

The 48 15-minute tapes will be shown twice daily on Channel 50, beginning in September, 1973. The entire series of "Question Corner" or any individual tapes can be shown over Channel 50 upon request of interested educators.

I. Specific barriers encountered in implementation of project.

Production and showing of the tapes were completed as scheduled. Other phases, such as dissemination and evaluation proceeded smoothly. The main difficulty we experienced was getting good television reception in our kindergartens (evaluation test groups) and in the homes of parents with pre-school program watchers. Plans for better transmitting facilites for Channel 50 are under way, as bids for an excellent tower are being advertised.

J. Advisory council activity report.

The advisory council met at various times during the preparation and showing of the tapes.

Many suggestions were received from this group.

We had made plans through their suggestions to improve the tapes for the second year.

K. Number of students, teachers, parents actually directly involved in project.

380 kindergarten students in Lake Central School Corporation were directly involved in project, especially in evaluation procedures. Their 13 teachers were also very cooperative in all phases. 13 area volunteer mothers called a total 239 parents of preschool children to determine the "Question Corner" series' television audience in the Channel 50 viewing area.

L. If project dealt with handicapped, which areas? How many students in each area?

Other than preschoolers with potential reading readiness difficulties, the project did not the handicapped.

M. Non-public school participation.

Although the area parochial school have no kindergarten classes, they were given Teachers' Manuals and television schedule information at the beginning of the spring series' showing.

N. Suggestions for improvement of ESEA Title III consultive assistance to projects.

Plesse refer to Dr. Sciara's "Evaluation Report" and the report from the evaluation team of the Title III office.

O. Equipment inventory.

Equipment bought for this Title III project consists of one four-drawer metal filing cabinet.